

DOCUMENT RESUME

ED 102 149

SP 008 934

TITLE The Austin Teacher Program; A Cooperative Adventure.
INSTITUTION Austin Coll., Sherman, Tex.
PUB DATE 74
NOTE 29p.
EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *College Faculty; Cooperative Programs; *Exchange Programs; Inservice Programs; Inservice Teacher Education; *Public School Teachers
IDENTIFIERS *Distinguished Achievement Awards Entry

ABSTRACT

The objectives of this program were: (a) to allow classroom teachers to spend some time in a position in the Austin College Education Department, and (b) to involve teacher education faculty in public schools. Although generalizations concerning this program's contributions to the improvement of teacher education are difficult to assess, some projected contributions may be mentioned. First of all, the program puts faculty back in contact with the real world of public education. Second, the presence of a classroom teacher in a department of education provides students and faculty with the opportunity to interact with someone recently involved in an actual classroom or administrative position. Third, interaction on common problems will hopefully achieve a new level of communication among all involved. Finally, those involved have the opportunity to act as change agents by bringing new skills and perspectives on education to their regular positions. (The appendixes include an orientation for the program, a chart on how the Texoma Cooperative Teacher Center is organized, the Center's objectives, and a plan for internship.) (PB)

ED102149

THE AUSTIN TEACHER PROGRAM
A COOPERATIVE ADVENTURE

1975 DISTINGUISHED ACHIEVEMENT
AWARD PROGRAM

THE TEXAS DEPARTMENT OF EDUCATION
EDUCATION AND CULTURE
NATURAL SCIENCE
EDUCATION
THE TEXAS DEPARTMENT OF EDUCATION
EDUCATION AND CULTURE
NATURAL SCIENCE
EDUCATION
THE TEXAS DEPARTMENT OF EDUCATION
EDUCATION AND CULTURE
NATURAL SCIENCE
EDUCATION

Submitted:

David R. Smith Assistant Professor
Teacher Education Department
Austin College - Sherman, Texas

Thomas R. Smith Chairman
Teacher Education Department
Austin College - Sherman, Texas

SP-001 934

THE AUSTIN TEACHER PROGRAM
A COOPERATIVE ADVENTURE

- SUMMARY -

THE AUSTIN TEACHER PROGRAM A COOPERATIVE ARRANGEMENT

The Austin Teacher Program has been a leader in competency based education, stressing a curriculum based upon patterns of behavior characteristic of effective teaching rather than formal courses, and is now handling a cooperative effort between colleges, education departments, and public schools.

The Teacher Cooperative Teacher Center was established by Austin College and a number of school districts, and has developed a plan whereby teacher education faculty may return to the public school classroom as teachers or administrators as part of their professional growth. Furthermore, this plan provides opportunity for public school teachers to become adjunct professors for a one-year period. In the Austin College education department, these teachers are employed in the public schools by Austin College interns. During the 1976-77 school year a classroom teacher has been assigned to the Austin College education department and during the Spring 1977 semester, an Austin College education faculty member will join a public school staff. Both Austin College and the cooperating public school system will share the cost of this exchange.

The main benefits expected from this exchange include faculty renewal (enrichment of curriculum), public school involvement in curriculum and teacher staff, improved communication among those involved, cooperative growth and development of new skills and new perspectives in education.

Formal evaluation is continuous at Austin College and specifically, this program is evaluated during weekly student faculty meetings, at conferences,

and a few days working at present cost. It had all collection during 1971 and
include education department faculty, selected students, administrative staff, an
operating school, and a number of other institutions in the area of health
education.

THE UNIVERSITY OF CHICAGO
PRESS

CHICAGO, ILLINOIS

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a very important document, as it sets out the President's policy for the new year. The President states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

4. The fourth part of the document is a report from the Secretary of the War, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

5. The fifth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

6. The sixth part of the document is a report from the Secretary of the State, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

7. The seventh part of the document is a report from the Secretary of the War, dated January 1, 1861. It is a very important document, as it sets out the Secretary's policy for the new year. The Secretary states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future.

1998

4. The fourth part of the document provides a conclusion and a summary of the key findings. It also includes a list of references and a bibliography. The document is intended to provide a comprehensive overview of the research and to serve as a resource for researchers and practitioners alike.

APPENDIX I

THE AUSTIN TEACHER PROGRAM

- ORIENTATION -

0.0 ORIENTATION

0.1 Background: In the fall of 1966 the faculty of the Education and Psychology Department recommended the adoption of the Austin Teacher Program to replace the undergraduate teacher education program. This recommendation received immediate approval of the Teacher Education Committee, the Faculty Council, the Faculty, and the Board of Trustees. This new program was a radical departure from the traditional pattern of preparing teachers in that it abandoned the "education courses" approach and relied on a series of planned laboratory experiences and accompanying seminars beginning in the student's freshman year and extending through one year of graduate education.

The original projection for the Austin Teacher Program planned the full initiation of the Graduate segment in the fall of 1972. Earlier experimentation with this segment has been made possible by two Title V, Prospective Teacher (Elementary) grants. The 1966-68 fellows participated in a two-year graduate program which integrated the laboratory experiences and psychological foundations of the Austin Teacher Program and the traditional professional education courses. The 1968-70 grant provided for six fellows each year who utilized one summer session to compensate for the undergraduate laboratory seminars, and who participated in the graduate segment of the Austin Teacher Program during one academic year.

0.2 Project Definition: The Austin Teacher Program is designed to improve Teacher Education at Austin College, to use the liberal arts program of the college as its base, and to terminate in the Master of Arts degree. Professional activities are placed in the graduate year. The student participates in a educational laboratory each of his undergraduate years.

0.3 Assumptions: In seeking a new design for teacher preparation, the faculty proposes to build the Austin Teacher Program on the following hypotheses:

- 0.3.1 The traditional education courses have not adequately met the needs of the prospective teachers for today; therefore, a new direction in teacher education must be taken.
- 0.3.2 It is possible for the student to acquire the psychological, philosophical, and sociological foundations needed by the prospective teacher from courses and/or independent study in those disciplines.
- 0.3.3 When the prospective teacher is assisted in identifying and analyzing his past and his on-going educational experiences, he comes to realize that he has a rich background on which to base further preparation for teaching.
- 0.3.4 Through laboratory experiences accompanied by seminars prior to the fifth year of professional education, it is possible to assist the prospective teacher in learning to relate to children and youth, in increasing his understanding of the teaching process, and in finding models appropriate for the Austin Teacher.

- 0.3.5 The prospective teacher must be prepared to select wisely from the on-going experimentation and research in teaching in order to assume his role as director or facilitator of the learning process.
- 0.3.6 It should be possible to identify patterns, concepts, and skills involved in the teaching process and for the prospective teacher to acquire these through intensive laboratory experiences with their accompanying seminar studies.
- 0.3.7 Since teachers tend to teach as they were taught, the Austin Teacher Program must exemplify the best of teaching practices.
- 0.3.8 It is possible for the graduate of an innovative teacher education program to emerge as a Master Teacher during his initial years of service and thus meet the needs of the new decade.
- 0.3.9 It is possible to develop a teacher education program that capitalizes rather than duplicates the teaching-related experiences students have had prior to enrolling at Austin College.

0.4 General Objectives and Approach The faculty of the Education Department recognizes the dangers inherent in developing a program in teacher education which 1) attempts to communicate patterns and concepts and develop skills involved in the teaching process before such patterns, concepts and skills are identified and 2) abandons the traditionally structured education courses prior to finding more effective ways of preparing teachers. It is believed, however, that it is possible to seek effective methods of preparing teachers and to proceed with the program research simultaneously. In light of this conviction the staff seeks a basis for continuous refinement of the Austin Teacher Program.

0.4.1 Positions agreed upon by faculty which serve as bases for planning and operating Austin Teacher Program.

- 0.4.1.1 The Austin Teacher Program is Developmental and Flexible in Nature. In order to meet the changing demands of a changing society, a teacher education program must be so designed that it, too, can change as needs arise. Therefore, the Austin Teacher Program is both developmental and flexible in its own structure.
- 0.4.1.2 The Austin Teacher Program is Based on a Liberal Arts Education. The liberal arts education is essential to teacher education, and provides general and specific contributions. Therefore, the Austin Teacher is a serious student of the liberal arts.

- 0.4.1.3 The Austin Teacher Program is Designed for Five Academic Years and Terminates in the Master of Arts Degree. The Austin Teacher Program necessitates five years of study. The Austin Teacher is recognized for his achievements by being granted the Master of Arts degree. It is important to note that that this is a five year rather than a fifth year program.
- 0.4.1.4 The Austin Teacher Curriculum is Based Upon Patterns of Behavior Characteristic of Good Teaching. The faculty in teacher education have faced the fact that the department's previously organized pattern of courses has not adequately served the purposes for which it was designed. Therefore, the focal point of the curriculum is behavior patterns characteristic of the good teacher as perceived by individual and groups of students and faculty. A behavior pattern is a repetitive action on the part of a particular teacher which characterizes that teacher's approach to teaching.
- 0.4.1.5 The Austin Teacher Program is Designed to Permit Each Student to Develop a Teaching Style Congruent With His Own Life Style. The Austin Teacher Program does not seek to prepare prospective teachers who fit any one mold or model. The faculty has faith that each student is capable of developing a teaching style that will make him an effective teacher.
- 0.4.1.6 The Austin Teacher Program is Individualized for Each Participant. Each student enters the Austin Teacher Program with prior experiences, different backgrounds, needs, and abilities. It is these factors which determine each student's participation in the program from his freshman year through his graduate year. It is recognized that much learning takes place in nonsequential patterns. Each student should be able to proceed through the program selecting those experiences which to him form the proper sequence.
- 0.4.1.7 The Student Must Take an Active Role in the Total Learning Process. The Austin Teacher Program operates on the belief that the student must be actively involved in analyzing his own needs and in planning the learning experiences which will promote his growth. The faculty has faith that the student is capable of directing his own learning experiences and can be trusted to seek assistance from the faculty and other resources as needed.

0.4.1.5 The role of the faculty is ever changing. The role of the faculty in the Austin Teacher Program is one of facilitator-facilitator of learning. It is also that of coordinator-one who works with the student to enable him to utilize the total resources of the program and to identify and implement his individual style of teaching.

0.4.1.6 Qualitative Evaluation shall be a part of the Austin Teacher Program. Evaluation is continuous and encompasses each aspect of the program from the first laboratory experience to the professional experiences in the graduate year.

0.4.2 The overall program objectives are to develop a teacher education program that:

0.4.2.1 Is developmental in nature.

0.4.2.2 Allows the curriculum in a five year period to be more substantive, flexible, and innovative than is possible in four academic years.

0.4.2.3 Enables the student to identify behavior patterns that are appropriate in making him an effective teacher.

0.4.2.4 Uses the needs of each student to form the basis of his individualized program.

0.4.2.5 Assists the student to be actively involved in the total learning process.

0.4.2.6 Encourages the faculty members to function as facilitator, enabler, and coordinator for the individual student.

0.4.2.7 Maintains continuous, qualitative, and developmental evaluation.

0.4.2.8 Produces a teacher who acquires a teaching style congruent with his life style.

1.0 PROGRAM OPERATIONS AND PROCEDURES

1.1 Admission and Retention

1.1.1 Screening

1.1.1.1 To identify and contact prospective Austin Teachers prior to the freshman year.

- 1.1.1.2 To seek admission of those students who demonstrate interest, concern, and personal and academic characteristics needed for the development of the Austin Teacher.
- 1.1.1.3 To provide the machinery by which the student is identified early enough in the college career to enable him to participate in the undergraduate laboratory experience.
- 1.1.1.4 To provide incentives for admission to the program by students who transfer late in the college program, yet not leave the student.
- 1.1.1.5 To provide means by which the student is aware of his qualifications as a prospective Austin Teacher by the conclusion of his junior year.
- 1.1.1.6 To provide means by which each student's progress in achieving his performance objectives is evaluated at the end of each laboratory experience as well as at other strategic stages in the first year program.

1.2 Coordination of Responsibilities

1.2.1 Interest

1.2.1.1 Program

- 1.2.1.1.1 To involve the Department faculty in program development and clearly state their function.
- 1.2.1.1.2 To provide the coordination necessary for a supportive program during the 1986 year that addresses the student's grasp of his academic field, including appropriate content for classroom teaching, teaching faculty in other departments.
- 1.2.1.1.3 To establish and maintain appropriate communication with department faculty concerning academic course needed for the 1986 year, as well as in the undergraduate program.
- 1.2.1.1.4 To keep the Austin Teacher Advisory Committee informed of their responsibilities.
- 1.2.1.1.5 To organize a cooperative teacher center.

1.2.2 General

1.2.2.1 General

- 1.2.2.1.1 To establish an association with the public which is in the interests of the community and the health of the nation.
- 1.2.2.1.2 To assist the health of the nation by the provision of information, education, and training through the health service.
- 1.2.2.1.3 To cooperate with the public in the provision of information, education, and training in the health service.

1.2.2.2 General

1.2.2.2.1 General

- 1.2.2.2.1.1 To design a health service which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.2 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.3 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.4 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.5 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.6 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.7 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.
- 1.2.2.2.1.8 To design a health service which is in the interests of the community and the health of the nation, and which is in the interests of the community and the health of the nation.

- 000001 To make the... of the... of the... of the...
- 000002 To make the... of the... of the... of the...
- 000003 To make the... of the... of the... of the...
- 000004 To make the... of the... of the... of the...

000005 Section Header

000006 Sub-Header

- 000007 To make the... of the... of the... of the...
- 000008 To make the... of the... of the... of the...
- 000009 To make the... of the... of the... of the...
- 000010 To make the... of the... of the... of the...
- 000011 To make the... of the... of the... of the...

000012 Section Header

000013 Sub-Header

- 000014 To make the... of the... of the... of the...
- 000015 To make the... of the... of the... of the...
- 000016 To make the... of the... of the... of the...
- 000017 To make the... of the... of the... of the...
- 000018 To make the... of the... of the... of the...

UNIT 1: Introduction

1.1 Overview

- 1.1.1 The purpose of this unit is to provide a general overview of the course and its objectives.
- 1.1.2 The unit is divided into five main sections: Introduction, Fundamentals, Intermediate, Advanced, and Conclusion.
- 1.1.3 The first section, Introduction, covers the basic concepts and terminology of the course.
- 1.1.4 The second section, Fundamentals, covers the basic principles and theories of the course.
- 1.1.5 The third section, Intermediate, covers the intermediate concepts and theories of the course.
- 1.1.6 The fourth section, Advanced, covers the advanced concepts and theories of the course.
- 1.1.7 The fifth section, Conclusion, covers the final summary and conclusions of the course.

1998

1998

1

1000

1000

1000

1000

1000

1000

1000

1000



THE UNIVERSITY OF CHICAGO

1960

QUESTIONNAIRE

NAME

1. How many times have you been to the hospital in the last 12 months?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
2. How many times have you been to the hospital in the last 6 months?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
3. How many times have you been to the hospital in the last 3 months?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
4. How many times have you been to the hospital in the last 1 month?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
5. How many times have you been to the hospital in the last 2 weeks?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
6. How many times have you been to the hospital in the last 1 week?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
7. How many times have you been to the hospital in the last 2 days?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times
8. How many times have you been to the hospital in the last 1 day?
a) 0 times
b) 1-2 times
c) 3-4 times
d) 5 or more times

APPENDIX 4

PLAN FOR INTERNSHIP
AUSTIN TEACHER PROGRAM

PLAN FOR INTERNSHIP
AUSTIN TEACHER PROGRAM
Austin College

Approximately 90 per cent of the Austin Teachers demonstrate their ability to teach effectively during their four undergraduate years. These students have had teaching experience in each of the four undergraduate experiences and are quite competent to take responsibility for a class. Each student eligible for an internship has completed his B.A. degree and the internship is a part of his work for the Master of Arts degree.

These students are recommended for internships. The individual being recommended for this experience is available to start school at whatever time the public school employing him wishes. He has no responsibilities on campus that interfere with his being employed a full day for one semester. The student being employed for the fall semester may be paired with a student available for teaching in the spring. It is possible where desirable for both students serving the internship to be available during the month of January to ease the transition from one teacher to another. This is thought to be especially helpful if the intern is employed in an elementary school.

The Austin College faculty works cooperatively with the principal and supervising staff of the employing school systems to assist the intern in whatever ways necessary. Experience has indicated

that these students require about the same degree of supervision that a first year teacher needs.

The team leader to whom the intern is assigned is eligible for the salary benefits provided for in Senate Bill 8. The recommended pay for an intern is \$300.00 per month.

We request that schools employ interns only in instances where a certified teacher is not available or when class size does not qualify the district for another teacher.

In cases where the school desires to offer the prospective regular teacher a position, the intern may be employed on a grade five pay level if necessary. We do not recommend this except in instances where the school is unable to pay the \$300.00 per month out of local funds.

2/22/74
VHL:mv